

Writing Sample Activities*

Standard: The adult learner uses written language to communicate in a variety of situations.

Indicator A: Applies correct spelling, punctuation, capitalization, grammar and usage rules to complete a variety of writing tasks

	Family	Workplace	Community
Pre-Literacy	<p>Students copy new words relating to the family.</p> <p>Students work with a partner to copy words and correct penmanship.</p> <p>Students copy/trace a message from a printed source to share with a family member.</p> <p>Students use new words in simple written messages to family members.</p>	<p>Students copy new words relating to work.</p> <p>Students work with a partner to copy words and correct penmanship.</p> <p>Students copy/trace a message from a printed source to share with a co-worker.</p> <p>Students spell basic sight words that apply to the workplace.</p> <p>Students copy complete simple sentences including capitalization, end punctuation, subject and predicate.</p> <p>Students use pronouns to replace proper names in simple messages.</p>	<p>Students copy new words relating to the community.</p> <p>Students work with a partner to copy words and correct penmanship.</p> <p>Students copy/trace a message from a printed source.</p> <p>Students identify basic sight words from the local newspaper.</p>

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

ABE I	<p>Students describe last weekend's activities using compound sentences.</p> <p>Students practice spelling with family members, use family members titles (e.g., father, mother, niece, aunt, sister).</p> <p>Students use possessives to declare ownership of items.</p> <p>Students write a paragraph about a family incident using pronouns and adjectives and correct ending punctuation.</p>	<p>Students spell work-related words.</p> <p>Students make a list of occupations using a dictionary or other resources.</p> <p>Students locate and use vocabulary found in a job application.</p> <p>Students take spelling quizzes, written and oral.</p>	<p>Students write checks to pay bills; write exclamatory sentences; list 10 terms specific to sporting events.</p> <p>Students write questions to ask a sales person before making a major purchase.</p> <p>Students rewrite a given paragraph checking for punctuation, spelling, grammar and subject/verb agreement.</p> <p>Students use abbreviations correctly for states, months, and days.</p> <p>Students write and spell places of business within a community (e.g., post office, hospital, supermarket) using a dictionary or other resources.</p> <p>Students look up and spell words with silent letters.</p>
ABE II	<p>Students develop a schedule and routine to practice using the words in sentences and stories.</p> <p>After a family get-together, students write a dialogue of 10 sentences based on a conversation heard at the event. Check spelling with dictionary and use adjectives and adverbs to add color and precision to the writing</p> <p>Students write a friendly letter to a person who deals with the family (e.g., doctor, dentist, clerk, teacher), using commas, periods, and other appropriate punctuation.</p> <p>Students play Scrabble to improve spelling skills.</p>	<p>Students compose a list of words used on the job that students do not know how to spell.</p> <p>Students look up misspelled words on reports used at work. Classify types of errors, formulate rules and determine correct spelling.</p> <p>Students demonstrate in a piece of writing the ability to manage the conventions, grammar, and usage of English so they aid rather than interfere with reading using different verb tenses.</p>	<p>Students look up misspelled words used in community written reports (e.g., Block Watch Reports, letters to friends, and/or businesses). Classify types of errors, formulate rules and determine correct spelling.</p> <p>Students attend a civic meeting (e.g., city council, school board). Write a dialogue of 10 sentences regarding what was said at the meeting; avoid sentence fragments and run-on sentences.</p>

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

ABE III	<p>Students write a letter to a relative who lives far away. Suggest ten differences in the living conditions. Apply rules of capitalization, and basic punctuation. Ask the relative to respond.</p> <p>Students discuss with a family member how a special holiday has been celebrated by the family. Write a dialogue of 10 sentences in quotation dialogue form. Then identify the basic parts of speech.</p> <p>.</p>	<p>Students write a dialogue of 10 sentences based on a conversation between a supervisor and a worker. Identify the various parts of speech in each sentence.</p> <p>Students interview a co-worker about a job-related topic. Record the conversation if possible. Write the conversation in dialogue form, checking for correct spelling and punctuation.</p> <p>After writing the above conversation, students write a friendly letter to the co-worker telling him/her what was learned and thank him/her for participating. Proof read and edit for punctuation, grammar, sentence construction, spelling, and usage.</p>	<p>Students look up misspelled words used in community written reports (e.g., Block Watch Reports, letters to friends, and/or businesses). Classify types of errors, formulate rules and determine correct spelling.</p> <p>Students attend a civic meeting (e.g., city council, school board). Write a dialogue of 10 sentences regarding what was said at the meeting. Use modifiers when appropriate.</p>
ASE I/GED	<p>As a group, students increase vocabulary using a thesaurus to replace words in a magazine article.</p> <p>Students do crossword puzzles to discover new words.</p> <p>Students write a review of a book, article or movie with compound and complex sentences.</p> <p>Students describe the rewards and consequences for specific behaviors. Use conditional verb tenses.</p>	<p>Students use a thesaurus in writing a cover letter to a perspective employer.</p> <p>Students write a positive evaluation of a fellow employee or student. Edit for proper punctuation and capitalization, including comas, colons, and semicolons.</p> <p>Students edit a workplace document and correct problems with subject-verb agreement, dangling modifiers, punctuation and capitalization errors.</p>	<p>Students write an announcement for a community event. Edit for proper punctuation and capitalization.</p> <p>Students write a formal letter requesting the use of a public meeting hall using proper punctuation grammar, and capitalization.</p> <p>Students critique the writing of a peer in light of the purposes, audiences, and contexts that apply to the work.</p> <p>Students incorporate into revised drafts, as appropriate, suggestions taken from critiques made by peers and teachers.</p> <p>Students read an article in the newspaper. Identify the parts of speech. Summarize the article.</p>

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

ASE II	<p>Students write a consumer complaint or praise letter observing the conventions of language.</p> <p>Students describe parent/child interaction and its effect on child development demonstrating control of paragraph and sentence construction, grammar, and usage.</p> <p>Students write a family history. Be sure to include use of parallel structure, modifiers, compound verbs with past participles, and common homonyms. Identify the parts of speech. Proofread story with a peer or instructor.</p>	<p>Students use a thesaurus in writing a cover letter to a perspective employer.</p> <p>Students write a positive evaluation of a fellow employee or student. Edit for proper punctuation and capitalization.</p> <p>Students proofread a workplace document, using dictionaries, thesauruses, and other resources as appropriate.</p> <p>Students write about the pros and cons of a certain job. Be sure to include use of parallel structure, modifiers, compound verbs with past participles, and common homonyms. Identify the parts of speech. Proofread story with a peer or instructor.</p> <p>With a team of two peers, students read a newspaper article in the business section. Identify as many parts of speech as they can. Write a summary of the article.</p>	<p>Students write an editorial to the newspaper concerning a community problem or respond to an existing editorial demonstrating the use of a variety of sentence patterns for stylistic effect.</p> <p>Students write a formal written proposal to an organization beyond the school and edit for proper formal and standard grammar and usage.</p> <p>Students describe the reasons for stylistic choices made as a writer.</p> <p>Students interview someone who works for a government or community agency. Ask what they do for the community. Write a summary of the interview. Be sure to include use of parallel structure, modifiers, compound verbs with past participles, and common homonyms. Proofread story with a peer or instructor.</p>
---------------	---	---	--

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

Writing Sample Activities*

Indicator B: Applies the writing process to complete a variety of writing tasks

	Family	Workplace	Community
Pre-Literacy	Students make a list of family members and construct a family tree.	Students complete simple forms or applications with name, address, phone, birth date and social security number.	Students apply for a library card.
ABE I	<p>Students write a note to their child's teacher.</p> <p>Students write a paragraph describing a neighborhood.</p> <p>Students write directions for the route from home to school, work, the store, or the church. Draw a map to complete the explanation.</p> <p>Students write a set of directions from home to school.</p>	<p>Students paraphrase a paragraph from an employee manual.</p> <p>Students write questions to be asked at a job interview. Write answers to these questions.</p> <p>Students make a chart to track their attendance at work or school.</p> <p>Students write a set of directions from their home to the workplace</p>	<p>As a class project, students choose a current event topic. Brainstorm ideas, facts, and opinions about the topic. Construct a basic outline and write several sentences pertaining to the topic.</p> <p>After writing several dictated sentences on a topic, students put them in order.</p>

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

ABE II	<p>Students write one paragraph essay describing how their families celebrate holidays.</p> <p>Students share the essay written above with a peer. Discuss the similarities and differences of opinions and experiences.</p> <p>Students write a friendly letter to a relative updating them on the health and activities of each member of the family.</p> <p>As a class, students conduct a research project comparing and evaluating the relative costs, benefits, and problems of using different forms of transportation to get to a vacation destination. Chart and graph the options.</p> <p>Students write a comparison of a classic book with a televised version of the same work.</p>	<p>Students write a paragraph essay about the ideal job (i.e., type of work, job environment, benefits, supervision)</p> <p>Students share the expository essay written above with a peer. Discuss the similarities and differences of opinions.</p> <p>Students write a business letter to a future employer describing why they should be hired. Include a simple resume and a job application.</p> <p>Students conduct a research project on what skills and training are needed for a certain job.</p>	<p>Students write a dialogue with a government or non-profit agency that outlines the details of a problem and suggests possible solutions.</p> <p>Students conduct a research project through a variety of means (e.g. interviews, observation, as well as traditional library research); write their findings and revise their draft for spelling, punctuation, capitalization, sentence fragments, run-on sentences, and grammar and usage mistakes.</p> <p>Students write a movie review.</p> <p>Students create a detailed travel diary and ask for feedback from their peers on its clarity, thoroughness, and interest level.</p>
ABE III	<p>Students write a three-paragraph expository essay comparing how they were raised with how they will raise their children.</p> <p>Students share the expository essay written above with a peer. Discuss the similarities and differences of opinions and experiences.</p> <p>Students write a friendly letter to a relative updating them on the health and activities of each member of the family.</p> <p>As a class, students conduct a research project comparing and evaluating the relative costs, benefits, and problems of several vacation options.</p>	<p>Students write a three-paragraph expository essay about the qualities of a good supervisor.</p> <p>Students share the expository essay written above with a peer. Discuss the similarities and differences of opinions.</p> <p>Students write a business letter to a future employer describing why they should be hired.</p> <p>Students conduct a research project on what skills and training are needed for a certain job.</p>	<p>Students write a three-paragraph narrative about how the neighborhood, city, and/or state have changed over the past five years.</p> <p>Students share the community history personal narrative with a peer. Ask a partner five questions about his/her story that clarify points made or ask for more information.</p> <p>Students write a letter to a government or agency official outlining the details of a problem and suggesting possible solutions.</p> <p>Students conduct a research project concerning strengths and needed improvements in the community (e.g., schools, businesses, recreational activities, churches).</p>

ASE I/GED	<p>Students write an expository essay on cultural traditions (e.g., holidays, funerals, weddings). Contrast the life of an only child or with one from a large family; contrast modern methods and grandparents traditions.</p> <p>Students compose a narrative describing their best day, their family hero, or their dream home and location.</p> <p>Students write a paper about a common childhood experience from a more adult perspective.</p>	<p>Students write an expository essay on conflict resolution, unions, or work conditions.</p> <p>Students compose a narrative describing a job interview, an on the job experience, or a most admired person</p> <p>Students develop a set of instructions for organizing a class meeting.</p> <p>Students develop and maintain work schedules that reflect consideration of priorities and deadlines, manage time and progress toward meeting deadlines.</p>	<p>Students write expository essay on voting, gambling, or the best place to live.</p> <p>Students compose a narrative describing politicians, experience with community services, or why there are zoning laws.</p> <p>Students write a narrative poem or song based on a modern hero.</p> <p>Students participates in the establishment and operation of self-directed work teams that define the roles and shares responsibilities among team members, set objectives and time frames for the work to be completed, establish processes for group decision making.</p>
------------------	--	---	---

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**

ASE II	<p>Students conduct research on learning styles, birth control, or quality of life.</p> <p>Students evaluate the pros and cons of a loan application.</p> <p>Students evaluate the pros and cons of a contract.</p> <p>Students write a paper explaining how some experiences, conditions, or concerns have universal significance.</p> <p>Students compare a scene from a work of fiction with a lesson learned from a personal experience.</p>	<p>Students conduct research on management styles, labor relations, or inventions.</p> <p>Students write a cover letter.</p> <p>Students list education, job/career skills and experiences, and develop a resume.</p> <p>Students write an incident report or letter of commendation for a co-worker. Edit for proper punctuation and capitalization.</p> <p>Students gather information to complete project work, including identifying potential sources of information, using appropriate techniques to collect the information. Students interpret and evaluate the information in terms of completeness, relevance, and validity, and show evidence of research in the completed project.</p>	<p>Students conduct research on voting trends, biography of a famous person, or the local economy.</p> <p>Students write a letter to the editor.</p> <p>Students write a consumer complaint letter.</p> <p>Students examine campaign literature and make a list of suggestions for political leaders.</p> <p>Students research and critique a public policy using reasoned arguments to support an opinion.</p> <p>Students write a reflective essay that compares a school issue to broader societal concerns.</p> <p>Students prepare formal written correspondence with an organization beyond the school that writes in a style appropriate to the purpose and audience of the correspondence.</p>
---------------	--	--	--

***Sample activities incorporate the core competencies of communication, interpersonal and critical-thinking skills.**